DOCUMENT RESUME

ED 186 640 CE 024 909

TITLE	Validation of Instrument and Procedures for Evaluating Local Vocational Education Programs.
INSTITUTION	Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
PUB DATE	Jul 78
NOTE	28p.; For a related document see ED 185 366.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Evaluation Criteria; *Measurement; Postsecondary Education; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; School Districts; Secondary Education; State School District Relationship; *State Standards; Statewide Planning; *Vocational Education
IDENTIFIERS	Kansas

ABSTRACT

A project funded through the Kansas State Department of Vocational Education in cooperation with Kansas State University intended to (1) validate and/or modify a set of standards for quality vocational education programs and (2) develop instrumentation and procedures for the evaluation of local programs based on the standards identified and validated. A literature review (including an Educational Resources Information Center search, a Dissertation Abstracts search, and a survey of current evaluation instruments and procedures for other states) was conducted by project coordinators to provide information for a jury composed of representatives of vocational teacher educators, professional vocational organizations, the State Department of Vocational Education, and the State Advisory Council for Vocational Education to evaluate vocational education programs. The project coordinators complied, and the jury refined both a list of criteria for local program evaluation and a set of standards for the selected criteria. The jury clustered the evaluation criteria into the four categories or program planning, execution, support, and results. The evaluation instrument developed would be field tested during 1978-79. (Appendixes, comprising the largest portion of this report, include the criteria for evaluation of vocational education programs and the evaluation instrument and scale.) (YLB)

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VALIDATION OF INSTRUMENT AND PROCEDURES FOR EVALUATING LOCAL VOCATIONAL EDUCATION PROGRAMS

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Kansas State University
Manhattan, Kansas

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Dr. Ralph Field

Project Coordinators
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July 1978

CE 024 909

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NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT - PROJECT 1373

VALIDATION OF INSTRUMENT AND PROCEDURES FOR EVALUATING LOCAL VOCATIONAL EDUCATION PROGRAMS

A project was written and funded through the Kansas State Department of Vocational Education in cooperation with Kansas State University. This project provides for the Validation of and Evaluation Procedures for Standards for Quality Vocational Education Programs in Kansas.

The goal of the project was to:

1. Validate and/or modify Standards for Quality Vocational Education Programs in Kansas.

2. Develop instrumentation and procedure for the evaluation of local programs based on the standards identified and validated for Kansas.

A jury of 12 members was selected with representatives from Vocational Teacher Educators (4), Professional Vocational Organizations (6), State Department of Vocational Education (1), and State Advisory Council for Vocational Education (1). (See appendix No. A)

Jury members were asked to provide recommendations relative to the following:

1. Acceptance and/or revision of factors in include in a set of "Standards for Quality Vocational Education Programs."

2. Development of an instrument for the evaluation of local Vocational Education Programs.

In order to acquaint the jury with information relative to the evaluation of vocational education programs, a literature review was conducted by the project coordinators. A summary of this review of literature was mailed to the jurors prior to the first meeting.

The literature review included an Eric Search, a Dissertation Abstracts Search, and a survey of current evaluation instruments and procedures for all 50 states. (See appendix No. B and C)

From the review of literature and the material reviewed from the various states, the project coordinators compiled a list of criteria for evaluation of local vocational education programs.

At the first meeting April 14, 1978, the jury refined the criteria for evaluation of local Vocational Education Programs. (See appendix No. D)

Prior to the second meeting, the project coordinators compiled standards for the selected criteria based upon the review of literature.

At the second meeting held in Emporia, May 12, 1978, standards for the criteria was identified by the jury members. It was also decided to cluster the criteria into four catagories;

1. Program Planning
2. Program Execution
3. Program Support
4. Program Results

(See appendix No. E)

A scale was also devised for use with the evaluation instrument. (See appendix No. F)

The final meeting was held in Topeka on June 13, 1978. At this meeting standards for the evaluation of local Vocational Education Programs were refined and quantified by the jury members.

The instrument for Evaluation of local Vocational Education Programs was presented to staff members from the State Department of Vocational Education at a meeting on July 20, 1978 at KSU. Supporting evidence has been compiled and incorporated into the evaluation instrument. (See appendix No. G)

The evaluation instrument will be field tested in various vocational programs during the 1978-79 school year.

APPENDIX NO. A

JURY MEMBERS AND PROJECT STAFF

Name	Institution & Address	Vocational Area Represented
Dr. James Albracht	Kansas State University Manhattan, Kansas 66506	Teacher Educator-Vocational Agriculture
Ms. Betty Boyd	Independence Comm. Jr. College Independence, Kansas 67301	Vocational Home Economics
Mr. Fred Braun	60 Apache Trail West Lake Quivira; K.C., Kansas 66106	State Advisory Council member
Ms. Carla Crook	Kansas State University Manhattan, Kansas 66506	Teacher Educator-Home Economics
Mr. Joseph DeSpain	Wichita A.V.T.S. 301 S. Grove Wichita, Kansas 67211	Trade & Industrial Education
Dr. Ralph Field	Kansas State University Manhattan, Kansas 66506	Project Director
Dr. Ken Hoffman	Emporia State University Emporia, Kansas 66801	Teacher Educator-Business
Oscar Ingram	Kansas State University Manhattan, Kansas 66506	Project Coordinator
Ms. Vicki Jennings	5800 W. 107th St. Shawnee Mission, Kansas 66207	Business Education
Mr. Eugene Lundgrin	2562 Scanlan Ave. Salina, Kansas 67526	Vocational Administrator
Ms. Mary Page	Manhattan A.V.T.S. 1820 Laramie Manhattan, Kansas 66502	Nursing
Dr. Fred Smith	Pittsburg State University Pittsburg, Kansas 66762	Teacher Educator-Trade & Industrial Education
Fred Sorrells	Kansas State University Manhattan, Kansas 66506	Project Coordinator
Sami Sorrells	Kansas State University Manhattan, Kansas 66506	Secretary
Ms. Carol Rhea	Kansas State Dept. of Education 120 E. 10th St. Topeka, Kansas 66612	Kansas State Dept. of Education
Mr. Howard Wallace	Ellinwood High School Ellinwood, Kansas 67526	Vocational Agriculture

APPENDIX NO. B

"EDUCATIONAL AMENDAMENTS OF 1976"

State Evaluations

Section 112 specifies as follows:

"(b)(1) In order for the States to assist local educational agencies and other recipients of funds in operating the best possible programs of vocational education--

"(A) each State shall, during the five-year period of the State plan, evaluate the effectiveness of each program within the State being assisted with funds available under this Act; and the results of these evaluations shall be used to revise the State's programs, and shall be made readily available to the State advisory council; and

"(b) each State shall evaluate, by using data collected, wherever possible, by statistically valid sampling techniques, each such program within the State which purports to impart entry level job skills according to the extent to which program completers and leavers--

"(i) find employment in occupations related to their training, and

"(ii) are considered by their employers to be well-trained and prepared for employment,

"except that in no case can pursuit of additional education or training by program completers or leavers be considered negatively in these evaluations.

Report No. 94-1701
House of Representatives, 94th Congress

APPENDIX NO. C

RESPONDING STATES

Arizonia
Arkansas
California
Colorado
Connecticut
Florida
Georgia
Hawaii
Illinois
Indiana
Iowa
Louisiana
Maine
Maryland
Michigan
Minnesota
Missouri
Montana
Nebraska
New Hampshire
New Mexico
Nevada
Ohio
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Vermont
Virginia
West Virginia
Wisconsin
Washington D.C.

APPENDIX NO. D

CRITERIA TO BE USED FOR EVALUATION OF PROGRAMS

1. Philosophy and Objectives of the Program
2. Matching Program Objectives to Student Need
3. Matching Program Objectives to Need in the School Community
4. Projecting Future Needs of Community
5. Community Resources
6. Program Research and Planning
7. Curriculum
8. The Teacher-Learner Process
9. Instructional Methods
10. Instructor Qualifications
11. Skill Development
12. Staff-Management
13. Supporting Personnel
14. Student Personnel Services
15. Occupational Advisory Committee
16. Placement of Program Leavers and Completers
17. Follow-up on Employer Satisfaction
18. Follow-up on Student Satisfaction
19. Vocational Student Organizations
20. Student Records
21. Instructional Space and Facilities
22. Instructional Resource Center
23. Instructional Materials, Equipment, and Consumable Supplies
24. Learning Resources
25. Recruitment and Admission of Students

APPENDIX NO. E.

Criteria Clusters for
Program Evaluation

I. Program Planning

1. Philosophy of the Program
2. Objectives of the Program
3. Projecting Future Needs of Community
4. Program Research and Planning

II. Program Execution

1. Curriculum
2. The Teacher-Learner Process
3. Instructional Methods
4. Instructor Qualifications
5. Staff-Management

III. Program Support

1. Supporting Personnel
2. Recruitment and Admission of Students
3. Student Personnel Services
4. Vocational Student Organizations
5. Students Records
6. Instructional Space and Facilities
7. Learning Resources
8. Instructional Materials, Equipment, and Consumable Supplies
9. Occupational Advisory Committee

IV. Program Results

1. Skill Development & Proficiency
2. Placement of Program Completers and Leavers
3. Follow-up on Student and Employer Satisfaction

APPENDIX NO. F

SCALE FOR
EVALUATION INSTRUMENT

SATISFACTORY:

Exceeds Minimum Standards	= Program exceeds the minimum standard for the guideline. Could act as a model.
Meets Minimum Standards	= Program meets the minimim standard for the guideline.

UNSATISFACTORY:

Needs Minor Improvement	= With minor changes the program could be improved to meet the minimum standard for the guideline.
Needs Major Improvement	= Critical weakness inadequacy exists in meeting the minimum standards for the guideline. Use this rating if a program or service is needed but is not being provided by your department.

NOT APPLICABLE:

Use only where the purposes of the program being evaluated differ from the guideline. Do not use this rating if a program or service is needed but is not provided by your department.

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

I. PROGRAM PLANNING

A. Philosophy of the Program

1. There is a published statement of the philosophy of the vocational/technical education programs. (As evidenced by documentation of the philosophy.)

2. The statement of philosophy is distributed to administrators, faculty, staff, occupational advisory council, students, and employers directly involved with the program. (As evidenced by dates and process of distribution.)

3. The statement of philosophy includes reference to clientele mandated by state and federal regulations. (As evidenced by documentation of the philosophy.)

B. Objectives of the Program

1. The objectives of the program are consistent and are compatable with the published philosophy of the vocational/technical education program. (As evidenced by documentation of the objectives.)

2. Program objectives are based on and organized around career objectives and abilities of all students enrolled in the program. (As evidenced by list of career objectives and list of student ability levels.)

3. Objectives should include exploration and/or preparation for the world of work and essential living skills which are clearly stated and their relationship to occupational preparation objectives indicated. (As evidenced by documentation of the objectives.)

4. In identifying and meeting need for preparation in the occupation, the program coordinates its efforts with those of other community agencies and institutions. (As evidenced by list of objectives and goals of other community agencies and institutions.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

5. Program objectives are kept current with changing occupational requirements as recommended by the occupational advisory committee. (As evidenced by minutes of occupational advisory committee meetings.)

6. The objectives of the program are based upon the employment needs of the community, state or nation. (As evidenced by manpower studies.)

7. The program objectives are presented to prospective students prior to entry into the instructional program. (As evidenced by dates and process of distribution.)

8. Objectives are provided to meet the specific needs of:
   a. Minorities
   b. Handicapped
   c. Disadvantaged
   d. Individuals who are subject to sex stereotyping and sex bias
   e. Individuals with limited English-speaking ability.

(As evidenced by documentation of the objectives.)

C. Projecting Future Needs of Community

1. Program personnel determine vocational trends through communication with business and industry. (As evidenced by documentation of communication.)

2. Program personnel have available through counseling and administrative offices the current projections of trends and changes in entry-level employment and continuing education in the occupations the program is now serving. (As evidenced by documentation of local surveys and of Employment Security.)

3. Program personnel have incorporated community, state, and national needs in program development. (As evidenced by documentation of differences.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

D. Program Research and Planning

1. Results of current and appropriate needs assessments are available and serve as the basis for determining program components. (As evidenced by current needs assessment.)

2. Philosophy and objectives are updated and utilized reflecting current and appropriate manpower studies. (As evidenced by copies of philosophy and objectives for past five years.)

3. Recommendations and concerns identified by previous evaluations are incorporated in current program planning. (As evidenced by copies of previous evaluations and changes that can be identified.)

4. A policy exists whereby instructional material is screened for sex bias and sex discrimination and is appropriate to meet special needs of the students. (As evidenced by a copy of the policy.)

5. Program has the endorsement of the members of the planning area. (As evidenced by the minutes of planning area meeting.)

COMMENTS:
(If comments pertain to a specific item please so indicate)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

II. PROGRAM EXECUTION

A. Curriculum

1. The curriculum which includes course outlines and written syllabi is reviewed yearly and updated as needed with the advice of instructors, related instructors, and the occupational advisory committee with input from students and former students. (As evidenced by dated curriculum, minutes of revision meetings, and curriculum for last 5 years.)

2. An update of evaluation methods and instructional materials is provided annually. (As evidenced by dated materials and methods used.)

3. Instructors have and use a course outline and written syllabus for each course. (As evidenced by documentation of course outline and written syllabus.)

4. All elements of curriculum are directly related to current requirements of the business andindustry. (As evidenced by a list of current requirements with a statement indicating how current requirements were based.)

5. The curriculum provided for the measurement of students progress in terms of stated objectives and for immediate feedback to students. (As evidenced by documentation of curriculum.)

6. The curriculum is organized for the most efficient use of student time. (As evidenced by curriculum organization.)

7. The curriculum provides options for the student in a variety of employment openings related to the occupational area. (As evidenced by list of employment openings.)

8. The curriculum is designed or planned to allow time to acquire and practice manipulative skills, technical knowledge, and related subject matter essential to qualify students who are preparing for entry-level employment, upgrading, and/or retraining. (As evidenced by summary table showing time spent in manipulative skills, technical knowledge, and related subject matter.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

B. The Teacher-Learner Process

1. The instructor makes certain that all students understand what performance is expected of them, the conditions under which the performance will take place, the criteria by which performance will be judged, and the minimum acceptable performance. (As evidenced by student survey, course objectives, and materials presented to students.)

2. The instructor has organized student learner activities to meet individual needs for all students. (As evidenced by list of activities and needs.)

3. The teacher-learner process is enhanced by resource persons, field trips, reports by recent graduates, and other appropriate activities. (As evidenced by list of actitivies.)

4. The instructor acts as manager of learning and makes provisions for materials and procedures by which students can pursue learning independently and with peers. (As evidenced by list of materials and procedures.)

5. Written progress reports are maintained by the instructor for each student. (As evidenced by documentation of written progress reports.)

C. Instructional Methods

1. Instruction is based upon measurable/performance objectives. (As evidenced by documentation of objectives.)

2. The condition under which instruction is given, dupliate as nearly as possible realistic working conditions in local/state/national business and industry. (As evidenced by list of working conditions and documentation of instruction.)

3. The conditions under which instruction is given emphasize actual on-the-job experiences. (As evidenced by documentation of instruction.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

4. A Variety of instructional methods is employed. (As evidenced by a list of instructional methods used.)

5. Instructional methods and techniques give priority to hands-on activities. (As evidenced by documentation of methods and techniques.)

6. Students receive frequent and meaningful feedback on their progress. (As evidenced by documentation of feedback and student survey.)

7. The student's sex is not a factor in making task assignments or in assessing student's potential or achievement. (As evidenced by student survey and documentation of task assignment.)

D. Instructor Qualifications

1. All faculty members meet or exceed qualifications as defined by state and federal guidelines. (As evidenced by list of qualifications and state and federal guidelines.)

2. Faculty annually attend in-service programs, institutes, seminars, and/or other forms of study. (As evidenced by documentation of dates and meetings attended.)

3. Faculty obtain recent work experience in business and industry to maintain/upgrade professional and technical knowledge. (As evidence by documentation of dates and type of work experiences.)

4. Faculty members belong to and participate in vocational professional organizations. (As evidenced by vocational professional organizational memberships.)

5. Faculty members participate in community activities and/or other professional organizations. (As evidenced by community activities and professional organization memberships.)

6. Instructor effectiveness which depends upon such characteristics as enthusiasm, knowledge of subject matter, and adequate planning are determined by written student evaluations. (As evidenced by written student evaluations.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

E. Staff-Management

1. Duties and responsibilities of vocational teachers are limited primarily to their respective programs. (As evidenced by documentation of duties and responsibilities.)

2. Staff assignments, where applicable, allow for both classroom and cooperative worksite supervision of students. (As evidenced by staff assignments.)

3. Provisionally-certified instructors are actively involved in obtaining permanent credentials for their instructional area. (As evidenced by documentation of obtained credentials.)

4. Program teachers are encouraged to pursue advanced education in areas related to their instructional fields. (As evidenced by teacher survey.)

5. Teacher-student ratios are maintained in accordance with state guidelines. (As evidenced by state guidelines and teacher-student ratio.)

6. Changes in teacher-student ratios are reflected in modified staffing assignments. (As evidenced by staffing assignments with teacher-student ratios for past five years.)

7. Teachers are provided with opportunities to visit other schools, programs, businesses andindustry. (As evidenced by documentation of visits.)

8. Program policy provides opportunity for the teacher/coordinator to regularly attend state sponsored workshops and meetings. (As evidenced by program policy)

COMMENTS:
(If comments pertain to a specific item please so indicate)

Exceeds Minimum Standards	Satisfactory
Meets Minimum Standards	
Needs Minor Improvement	Unsatisfactory
Needs Major Improvement	
Not Applicable	
No Evidence	

III. PROGRAM SUPPORT

A. Occupational Advisory Committee

1. An Occupational Advisory Committee exists as a formal organization and meets at least three times yearly. (As evidenced by minutes and names and occupations of members.)

2. The Occupational Advisory Committee assists with the program planning, program execution, program support, and program results. (As evidenced by minutes indicating activity in each, program objectives, and list of activities indicating support.)

3. Minutes of Occupational Advisory Committee meetings are available for examination and reference by the program personnel and community. (As evidenced by distribution list of minutes.)

4. Program personnel are actively involved in the Occupational Advisory Committee activities. (As evidenced by attendance of program personnel as documented by minutes.)

5. The membership of the Occupational Advisory Committee represents the clientele, students, and the occupation, including both employers and practitioners and has appropriate racial and sex representation. (As evidenced by ratio comparison of the characteristics of advisory council members with those of the employment field/community served.)

6. The Occupational Advisory Committee is composed of numbers sufficient for efficient operation, with responsibilities and terms made to insure committee stability and continuity. (As evidenced by list of membership responsibilities, length of term served by each member, andorientation procedure for new members.)

Exceeds Minimum Standards	Satisfactory
Meets Minimum Standards	
Needs Minor Improvement	Unsatisfactory
Needs Major Improvement	
Not Applicable	
No Evidence	

B. Student Personnel Services and Supporting Personnel

1. Student personnel services are provided in such areas as job placement, financial assistance, part-time employment, and vocational and personal counseling. (As evidenced by a list of services available to students in each of the above areas.)

2. Qualified supporting personnel are provided in numbers adequate to develop and carry out an individual training program for each student. Their duties and responsibilities are clearly defined, and in-service training is provided on a continuing basis.

a. Teacher aids
b. Guidance counselors
c. Psychologists

(As evidenced by list of supporting personnel and a copy of their responsibilities or how responsibilities are essential if none are available.)

3. Qualified supporting personnel are provided in numbers adequate to insure safe and efficient operation of the program.

a. Custodians
b. Maintenance workers
c. Health service employees
d. Food service employees
e. Secretarial employees

(As evidenced by list of supporting personnel and a copy of their responsibilities or how responsibilities are essential if none are available.)

C. Recruitment and Admission of Students

1. Admission policies and recruitment practices are consistent with the stated philosophy and objectives of the program. (As evidenced by student objectives on file indicating students admitted to programs based on the students' job objectives and a list indicating that target populations are provided opportunities to enroll in appropriate programs.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

2. Policies for admission, expenses, program requirements, written philosophy and objectives of the program are given to students prior to admission. (As evidenced by documents and dates given to students.)

3. Vocational personnel including instructors and guidance staff share responsibility for student recruitment. (As evidenced by documented recruitment activities of all persons involved in recruitment.)

4. Before entering a vocational/technical education program, students are informed of the physical demands, beginning salary, economic and working conditions, and hazards that may be encountered upon employment. (As evidenced by materials distributed to students including information relevant to above areas.)

5. Programs are equally available to students with special needs who meet basic program requirements. (As evidenced by plan for serving disadvantaged and handicapped students, see VE-20 Assurance; plan for meeting needs of students with limited English-speaking ability, see VE-20 Assurance; and plan for meeting needs of students enrolled in cooperative agreement from private, non-profit school, see VE-20 Assurance.)

6. Programs are equally available to all students regardless of race or sex who meet the basic program requirements. (As evidenced by plan for meeting needs of both males and females, see VE-20 Assurance; plan for meeting needs of minorities.)

D. Vocational Student Organizations

1. Membership and participation in vocational student organizations are an integral part of the vocational instruction offered. (As evidenced by curriculum, program objective, and club activities designed to meet program objectives.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

2. Vocational instructors share in the responsibilities for advising vocational student organizations. (As evidenced by documentation of instructors responsibilities.)

3. Adequate provisions are made for reimbursement of financial expenses release time for activities which are an extension of the classroom.

E. Instructional Materials, Equipment, and Consumable Supplies

1. Program personnel are able to obtain supplies, materials, and other supportive services to maintain continuity of relevant instruction. (As evidenced by program budget projection for three years which is teacher prepared and presented to appropriate administrator; also evidenced by program budget.)

2. Tools, supplies, machinery, and equipment are of the quality and type which allows instruction comparable with current local/state requirements as found in business and industry. (As evidenced by a comparison of the list of needed tools, equipment, and supplies, and an inventory of tools, equipment, and supplies.)

3. Instructional materials are accurate in content and reflect current occupational knowledge and practice as found in business and industry. (As evidenced by being reviewed by advisory and/or employers.)

4. Equipment and materials are available to meet needs of all special needs students such as handicapped and disadvantaged students. (As evidenced by a list of adaptive equipment needed based on current enrollment of all special students and an inventory of adaptive equipment available.)

5. The program is supported by its community in such ways as donating and/or promoting the acquisition of equipment and supplies, sharing information and training materials, and providing training opportunities for staff. (As evidenced by list of donated equipment and supplies received and the persons contacted, list of field trips and current publications, and list of activities with employers in community.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

6. Instructors have written records of additional tools, equipment, supplies, machinery, and their current costs that could be added to meet program objectives. (As evidenced by a requested list submitted to administrator.)

7. Equipment is maintained in operable condition. (As evidenced by list of equipment not in operating condition.)

F. Instructional Space and Facilities

1. The facility and instructional space is adequate for implementing current and anticipated vocational curriculum. (As evidenced by Advisory Council review and listing of recommended improvements.)

2. The instructional environment adequately simulates current business and industry conditions in layout, lighting, furnishings and decor. (As evidenced by Advisory Council review andlisting of recommended improvements)

3. Classroom and laboratory facilities are designed and are available to meet the unique needs of physically handicapped. (As evidenced by list of adaptations made based on current enrollment of special students.)

4. Instructional space and facilities meet state and federal guidelines for the program offered. (As evidenced by administrators verification that guidelines have been met or have a plan for meeting these guidelines.)

5. Instructional space and facilities are neat, orderly, and meet safety requirements. (As evidenced by a copy of the most recent fire and safety inspection.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

G. Learning Resources

1. An adequate resource center or library is easily accessible. (As evidenced by on-site evaluation.)

2. Reference material is free from sex bias and sex discrimination. (As evidenced by a written policy of acquiring new materials and utilizing existing materials.)

3. Resource material is available for individualized study. (As evidenced by a list of available material.)

4. The program receives community support in providing training stations for students. (As evidenced by a listing of those willing to provide stations.)

5. The resource center or library is used by faculty and students regularly. (As evidenced by communication with faculty and students.)

H. Student Records

1. An instructional record is maintained in the department for each student enrolled. (As evidenced by a progress record for each student.)

2. Instructional records are protected against use by unauthorized persons. (As evidenced by schools written policy.)

3. An accurate instructional record of the attendance and achievements of each student is kept. (As evidenced by available and current records.)

4. Records for each vocational enrollee are maintained for a five year period indicating course completion, placement in area trained or related area, and subsequent placement. (As evidenced by completion records available, placement records available, and by subsequent replacement records available.)

5. Placement records are kept current and include such information as job opportunities, job placements, unsuccessful placements, and follow-up activities. (As evidenced by current records that include job opportunities, placements, unsuccessful placements, and follow-up activities.)

COMMENTS:

(If comments pertain to a specific item please so indicate)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

IV. PROGRAM RESULTS

A. Skill Development and Proficiency

1. Vocational-technical information files on local, state, and national labor demands are used by students and faculty. (As evidenced by labor information and reports, specify program objectives reflected above, and instructional activity within the program; include sample.)

2. Specific jobs are identified for which program goals are established. (As evidenced by list of jobs.)

3. Skills and knowledge being learned are those currently acceptable in the occupational area being taught. (As evidenced by review and endorsement by employers and advisory council minutes reviewing curriculum.)

4. Students demonstrate proficiency in performance tests based on performance objectives. (As evidenced by objectives with individual student competencies for each objective.)

5. Former students return for education to upgrade their skills and technical knowledge. (As evidenced by program enrollment or other follow-up reports.)

6. A satisfactory 80% of students who start program complete program. (As evidenced by appropriate state form.)

B. Placement of Program Completers and Leavers

1. Placement records are kept current and include such information as job opportunities, job placements, unsuccessful placements, follow-up activities. (As evidenced by individual student follow-up files; include sample and files to be available.)

2. Information regarding rate of student failure or withdrawal and reasons for student failure or withdrawal is available. (As evidenced by individual files for drop-outs and leavers; include sample and files to be available.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

3. Responsibility for placement of vocational students upon exit/graduation is assumed cooperatively by counselors, instructional staff, and administration. (As evidenced by policy/procedure statement delineating placement responsibilities.)

4. Students with the ability to benefit from education beyond that given by their present program are encouraged and helped to continue at more advanced schools. (As evidenced by listing of advanced programs available to students on file, list of students identified for advanced program recommendation, and follow-up of students recommended for advanced program OR objectives for individualized program providing advanced studies within existing program.)

5. A periodic occupational opportunities survey of a variety of employment sources determine placement areas. (As evidenced by current list of job opportunities in area.)

6. Graduating students are provided with job placement services related to their primary career objectives. (As evidenced by list of services available and examples of services.)

C. Follow-up on Student and Employer Satisfaction

1. Student satisfaction has been met as measured by the following criteria:

a. Students' occupational objective(s) have been met. (As evidenced by student survey results with dropouts, leavers, and completers included.)

b. Students' preparation has been relevant to employment needs. (As evidenced by student survey results with dropouts, leavers, and completers included.)

c. Students upon exit from the program are satisfied with their jobs. (As evidenced by student survey results with dropouts, leavers- and completers included.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

d. Students indicate satisfaction with student personnel services such as job placement, financial assistance, part-time employment, and vocational and personal counseling. (As evidenced by student survey results for job placement satisfaction, financial assistance satisfaction, part-time employment satisfaction, vocational counseling satisfaction, and personal counseling satisfaction; include dropouts, leavers and completers.)

e. Students are satisfied with the quantity and quality of services offered by supporting personnel. (As evidenced by student survey results indicating satisfaction with quantity and quality of services; include dropouts, leavers, and completers.)

f. Students' satisfaction with vocational student organization is evidenced by degree of membership and participation. (As evidenced by list of membership and activities.)

g. Students express satisfaction with the methods of instruction and conditions under which instruction is given. (As evidenced by student survey results indicating satisfaction with instruction and conditions; include dropouts, leavers, and completers.)

h. Students are satisfied with recruitment practices and admission policies. (As evidenced by student survey results which include dropouts, leavers, and completers.)

i. Students, who are preparing for entry-level employment, upgrading, and/or retraining, indicate satisfaction with the curriculum. (As evidenced by student survey results indicating satisfaction of curriculum which include dropouts, leavers, and completers.)

j. Students indicate satisfaction with instructor performance as evidenced by written evaluations. (As evidenced by results of student evaluation.)

k. Placement rates equal or succeed 75% postsecondary and adult, 50% secondary for those who have completed the program and are available for placement. (As evidenced by placement report.)

	Exceeds Minimum Standards	Satisfactory
	Meets Minimum Standards	
	Needs Minor Improvement	Unsatisfactory
	Needs Major Improvement	
	Not Applicable	
	No Evidence	

k.a. Students find employment in areas directly related to their training. (As evidenced by placement report indicating specific job held by each student.)

k.b. Students find employment in areas related to their training. (As evidenced by placement report indicating specific job held by each student.)

l. There is a low proportion of former students who are unemployed. (As evidenced by follow-up of two-year completers and leavers.)

m. Students who do not complete the program have indicated reason(s) for termination of the program. (As evidenced by individual records of program leavers.)

2. Employer satisfaction has been met as evidenced by the following criteria:

a. Follow-up efforts include surveys of employers of former students to determine their satisfaction with the preparation the school provided. (As evidenced by employer survey results indicating job skill satisfaction and copy of survey.)

b. Employers feel graduates have been well prepared for their jobs. (As evidenced by employer survey results indicating employers' satisfaction with program graduates' work habits and work attitudes.)

c. Graduates obtain, hold, and advance in jobs related to their field of preparation. (As evidenced by copy of individual program completers and leavers records, indicating duration of employment and job advances for each student.)

Exceeds Minimum Standards	
Meets Minimum Standards	Satisfactory
Needs Minor Improvement	
Needs Major Improvement	Unsatisfactory
Not Applicable	
No Evidence	

d. Employers, particularly employers of former students, continue to seek graduates. (As evidenced by records of employer's requests for students taking program.)

COMMENTS:

(If comments pertain to a specific item please so indicate)